

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>Questions to Focus Learning</u></p> <p>How does the use of figurative language help to deepen the meaning of the text? How does rhyme and other sound devices impact the meaning or tone of the text?</p> <p>The tone or meaning of a text is determined by an author's use of specific words and phrases, including connotations and figurative language. Authors use specific techniques to create distinctive sound patterns in text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know a stanza or verse is a group of lines in a poem, set off by a space. I can identify figurative language in text (e.g., similes and metaphors). I know a rhyme is the repetition of an identical or similarly accented sound or sounds. I know rhyme scheme is a set pattern of rhymes at the end of a verse or stanza. I know alliteration is a pattern of sound that includes the repetition of consonant sounds in the beginning of successive words or within the words of a text. I know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., refined, respectful, polite, diplomatic, condescending). I know tone is the author's attitude toward the topic conveyed through words and phrases. I understand every text has a tone, and that an author's choice of words and phrases controls the tone of the text.</p> <p><i>Reasoning Targets</i></p> <p>I can determine how the author's use of words and phrases controls the meaning/tone of the text. I can explain how the author's use of figurative language further illustrates/expands the purpose and meaning of the text. I can explain how the author's use of connotative meanings conveys the author's stance within a text. I can determine how rhymes and alliterations impact (e.g., unify thoughts, create verbal appeal, or emphasize specific words) in verses or stanzas of a poem, or selections of a story or drama.</p>

Vocabulary

alliteration
connotation
denotation
figurative language
rhyme
stance
stanza
tone
verse

Teacher Tips

[Maya Angelou: Study and Response to "Still I Rise"](#) - Students read biographical information on Maya Angelou and her poem, "Still I Rise." Students identify support and elaboration in poem, then respond by either writing a letter to the author or his/her own poem in response.

[Style, Tone, and Mood](#) - A PowerPoint presentation on how style, tone, and mood supports the author's purpose.

[Birds of a feather, an interdisciplinary unit: Language Arts wing](#) - This lesson, which features Mark Twain's "Jim Baker's Blue-jay Yarn," is part of an interdisciplinary unit on birds that contains math/science and language arts components. In the language arts wing, students will explore dialects and personification through this very entertaining tall tale full of the antics of talking blue-jays.

[Creating found poetry from picture books](#) - Students select and read a picture book and afterwards create "found poetry" based on the picture book.

[Childhood remembrances: Life and art intersect in Nikki Giovanni's "Nikki-Rosa"](#) - Adapted from Carol Jago's *Nikki Giovanni in the Classroom*, this ReadWriteThink lesson invites students to explore what Jago calls the place "where life and art intersect."

[Found poems/Parallel poems](#) - In this lesson from ReadWriteThink, students will write found poems using a descriptive passage from a piece of literature.

[Finding figurative language in "The Phantom Tollbooth"](#) - After reading the first two chapters of *The Phantom Tollbooth*, students are introduced to figurative language through a brief PowerPoint presentation.

	<p><u>Vertical Progression</u></p> <p>RL.K.4 - Ask and answer questions about unknown words in a text.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors).</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.7.4](#)